

**Portland State University
Graduate School of Education
Department of Curriculum and Instruction**

Fall 2012

Course Title: **Issues in Education**
Course Number: CI 581-276 (CRN 16027)
Credits: 3 credits
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Disability Access Information

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Course Description

An introduction to the study of contemporary issues that impact the teaching and learning environment for K-12 students and their teachers. Students identify critical issues in contemporary education and analyze those issues from a variety of perspectives.

Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 Diversity and inclusiveness–Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 Research-based practices and professional standards–Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 Impact on learning and development–Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	 Evidence-informed decision making–Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

Required Text

1. **Text:** Provenzo, E. F., Jr. (Ed.). (2006). *Critical issues in education: An anthology of readings*. Thousand Oaks, CA: Sage.

Supplemental Resources

2. **Online resources** such as journal articles and print resources (i.e., books, chapters, and monographs) are required to complete the course assignments.
3. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [Available at academic and public libraries.]
4. **Course wiki:** <http://issues-in-ed.wikispaces.com/>

Course Guiding Questions

1. How has postmodernism shaped the teaching (teachers) and learning (students) experience?
2. Should the aim of education be the same for all students? Why or why not?
3. In a democratic society, who should determine the aims of education?
4. Should students be compelled to attend school? Why or why not?
5. How should sexuality be addressed in education and schooling?
6. How has race shaped American culture and education? How has individual difference shaped American culture and education?
7. What role do cultural codes play in education? How does multicultural education address these cultural codes and issues of social justice?
8. Why is social class an important yet often ignored topic in education? How can educators address issues of social class?
9. What role should technologies have in education and schooling?

MA/MS in Curriculum and Instruction — Program Standards

1. Demonstrate capacity as leaders, change-agents, and collaborators in their workplace and communities
2. Are culturally responsive
3. Use a critical perspective to examine power relations and issues of social justice, including designing and analyzing curriculum

National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Learning

- 1.1 Dedicated to making knowledge accessible to all students. Believe all students can learn.
- 1.4 Respect the cultural and family differences students bring to their classroom.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience

- 4.1 Model what it means to be an educated person—read, question, create and willing to try new things.
- 4.2 Familiar with learning theories and stay abreast of current issues in American education.

Proposition 5: Teachers are Members of Learning Communities

- 5.3 Work with other professionals on instructional policy

Alignment of Objectives, Conceptual Framework, Standards, Assessment, and Evaluation

Course Objectives	Standards*	Assessment	Evaluation
Explore issues in education through multiple lens including cultural, feminist, political, philosophy, and sociology	<ul style="list-style-type: none"> CF: 1.2, 2.2, 3.3 MA/MS: 3 NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> Pre/post assessment Discussion postings Midterm/Final Reflections 	<ul style="list-style-type: none"> Learning Gains (Pre-Post) Active/informed participation in discussion Reflections convey understanding of issues
Examine issues in education from modern and postmodern perspectives	<ul style="list-style-type: none"> CF: 1.2, 2.2, 3.3 MA/MS: 3 NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> Pre/post assessment Discussion postings Midterm/Final Reflections 	<ul style="list-style-type: none"> Learning Gains (Pre-Post) Active/informed participation in discussion Reflections convey understanding of issues
Engage thoughtfully and constructively in purposeful dialogue about issues and trends in education	<ul style="list-style-type: none"> CF: 2.2 MA/MS: 1, 2, 3 NBPTS: 4.1, 4.2, 5.3 	<ul style="list-style-type: none"> Discussion postings 	<ul style="list-style-type: none"> Active/informed participation in discussion
Articulate a position regarding the aims of education for the 21 st century	<ul style="list-style-type: none"> CF: 2.2, 3.3 MA/MS: 1, 2, 3 NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> Aims of Education Paper 	<ul style="list-style-type: none"> Rubric: Aims of Education Paper
Compare and contrast perspectives related to a specific issue in education	<ul style="list-style-type: none"> CF: 1.2, 2.2, 3.3 MA/MS: 1, 2, 3 NBPTS: 4.1, 4.2, 5.3 	<ul style="list-style-type: none"> Collaborative Project 	<ul style="list-style-type: none"> Rubric: Collaborative Project
Describe how issues in education connect to one's own practice	<ul style="list-style-type: none"> CF: 2.2, 3.3, 4.1 MA/MS: 1, 2, 3 NBPTS: 1.1, 1.4 	<ul style="list-style-type: none"> Collaborative Project Midterm/Final Reflections 	<ul style="list-style-type: none"> Rubric: Collaborative Project Reflections convey understanding of issues

*CF = Conceptual Framework; MA/MS = MA/MS Program Standards; NBPTS = National Board for Professional Teaching Standards

Course Requirements

1. Participation in Online Discussions

[25%]

Participate in online discussion in an active and timeline manner. Each week, read the assigned pages and respond to the Guiding Question(s). Using a Socratic Seminar format, engage in discussion with your peers about the topic and their responses. Note: You will need to post (a) your response to the guiding question, and (b) your thoughts regarding peers' responses.

2. Pre- and Post Assessments

[10%]

Complete the six-item pre- and post assessments during the first and final week of the course, respectively. Then, submit the assessments to the D2L dropbox.

3. Aims of Education Paper

[15%]

After reading Part I: The Aims of Education (Provenzo, 2006), write a paper (3 pages) that conveys what you contend should be the aims of education in the 21st century. Though this is a position paper, it needs to a well-developed and articulate statement of philosophy. (See Provenzo, pp. 19-48 for three scholarly examples.) Adhere to APA style related to (a) reducing bias in language, and (b) clear and concise writing. Submit your paper to assignment drop box. [See Rubric for Aims of Education Paper]

4. Collaborative Project: Critical Issue in Education

[30%]

Investigate a critical issue in education with your peers in a small group. (Preferred size for the small groups is three people.) **Share your group's membership and specific issue to investigate with the instructor by Oct.ober 17th via D2L email** .(Small group discussion forums can be set up to support your collaboration on the project.) Once you have communicated with the instructor, proceed with the following steps. First, read (or re-read) the relevant sections from the Provenzo text. Second, read additional work (articles, chapters, or books) about the selected critical issue. (Note: Use the PSU library to access appropriate sources.) Take accurate notes to keep track of the additional work and to cite it accurately. Third, create a project in the form of a multimedia slide show (e.g., Power Point) that reports the multiple perspectives on the issue. (Cite sources using APA style.) Fourth, write a brief narrative (1 page) that articulates how the issue relates to current school or work environments. Fifth, share your project and narrative with your colleagues and the instructor. Sixth, submit your project and narrative to assignment dropbox. [See Rubric for Collaborative Project: Critical Issues in Education]

5. Midterm Reflection

[10%]

Complete a midterm reflection (2 pages) that describes your understanding of critical issue(s) in education. To frame your understanding of the issues, (a) respond to one or more of the selected guiding questions, and (b) describe how the issue(s) connect to your own practice. Submit your final reflection to assignment drop box. [See Midterm Reflection assignment sheet.]

6. Final Reflection

[10%]

Complete a final reflection (2 pages) that describes your understanding of critical issue(s) in education. To frame your understanding of the issues, (a) respond to one or more of the selected guiding questions, and (b) describe how the issue(s) connect to your own practice. Submit your final reflection to assignment drop box. [See Final Reflection assignment sheet.]

Assignment Summary and Evaluation

Assignments		Grading Scale	
(1) Participation in Online Discussions	25 points	A	93-100 points
(2) Completion of written assignments and projects:		A-	91-92 points
• Pre/Post Assessments	10 points	B+	89-90 points
• Aims of Education Paper	15 points	B	83-88 point
• Collaborative Project: Issues in Education	30 points	B-	80-82 points
• Midterm Reflection	10 points	C	70-79 points
• Final Reflection	10 points	D	60-69 points
		F	<60 points

Course Schedule

Week	Topics	Assignments
Week 1 Sept. 24 th	Issues in Education Getting Started: Course Overview and Expectations Introductions	Due Oct. 3 rd Complete: Pre-assessment questions Complete: Introduction activity Read: Provenzo, pp. 1-17 Discussion Post: Week 1 Guiding Question
Week 2 Oct. 1 st	Postmodernism Modern (Counts) and Postmodern Thought (Havel)	Due Oct. 10 th Read: Provenzo, pp. 19-48 Discussion Post: Week 2 Guiding Questions
Week 3 Oct. 8 th	Aims of Education Dewey's Pedagogic Creed, the Cardinal Principles, and Nodding's Ethic of Care	Due Oct. 17 th Read: Provenzo, pp. 49-80 Discussion Post: Week 3 Guiding Question Complete: Aims of Education Paper Submit: Topic and group membership for Collaborative Project (via D2L email)
Week 4 Oct. 15 th	Society and Education Modern Thinkers: Jefferson, Rush, Mann, and Counts	Due Oct. 24 th Read: Provenzo, pp. 81-134 Discussion Post: Week 4 Guiding Questions
Week 5 Oct. 22 nd	Compulsory Education and Transmission of Culture School Law; Ideas of Goodman, Henry, Freire, and Illich	Due Oct. 31 st Read: Provenzo, pp. 135-180 Discussion Post: Week 5 Guiding Question Complete: Midterm Reflection
Week 6 Oct. 29 th	Sexuality and Education Women's Rights, Equal Rights, And Gay Rights	Due Nov. 7 th Read: Provenzo, pp. 181-209 Discussion Post: Week 6 Guiding Questions
Week 7 Nov. 5 th	Race and Multiculturalism From Slavery to PL 94-142	Due Nov. 14 th Read: Provenzo, pp. 210-244 Discussion Post: Week 7 Guiding Questions
Week 8 Nov. 12 th	Cultural and Multicultural Education Giroux's Border Pedagogy and Nieto's Multiculturalism	Due Nov. 21 st Read: Provenzo, pp. 245-282 Discussion Post: Week 8 Guiding Questions Complete: Collaborative Project

Week 9 Nov. 19 th	Social Class Pygmalion Effect; Ideas of Anyon and hooks	Due Nov. 28 th Read: Provenzo, pp. 283-297 Discussion Post: Week 9 Guiding Question
Week 10 Nov. 26 th	Technology Computers: Educational, Ecological, and Social Effects	Due Dec. 5 th Complete: Final Reflection Complete: Post Assessment
Week 11 Dec. 3 rd	Issues in Education Revisited Final Reflection Post Assessment	

Policies

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructor.
Attendance & tardiness	Students are expected to participate in the course each week. If there is an exceptional reason for absence, the student should contact the instructor. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See http://www.pdx.edu/ogs/incomplete-grades
Academic integrity	PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action: (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place. (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.